



ONLINE DISTANCE LEARNING: A TEACHING STRATEGY ON IMPROVING STUDENTS' PERFORMANCE IN SOCIAL STUDIES IN THE NEW NORMAL

Carl Patrick S. Tadeo¹

Olongapo City National High School¹

carlpattick.tadeo@deped.gov.ph¹

Article history:	Abstract:
<p>Received: April 4th 2021 Accepted: April 22nd 2021 Published: May 14th 2021</p>	<p>This study sought to assess the effectiveness of Online Distance Learning in enhancing the academic performance of OCNHS students in Social Studies. Using a quantitative method and one-group pretest-posttest design, this study involved twenty-eight (28) Grade 9-1 Science, Technology and Engineering (STE) Program students of Olongapo City National High School. Economics tests (pre-test/post-test), Google Meet, and Google Classroom were used as instruments of the study. Data yielded from the instruments were analyzed and interpreted using statistical tools such as Frequency, Percentage, Weighted Mean Average, and T-test. Results of the study showed the following: (1) the academic performance of the students before the intervention was satisfactory, (2) the academic performance of the students after the intervention was outstanding, and (3) there is an improvement in the students' academic performance in Social Studies when Online Distance Learning was used. The researcher recommends the following: (1) teachers should use Online Distance Learning in order to improve the academic performance of students, (2) teacher could provide various interactive activities to improve their online pedagogical skills, and (3) further study on other learning modalities can be done to substantiate the Learning Delivery Modalities offered by DepEd.</p>

Keywords: Online distance learning, academic performance, Araling Panlipunan

INTRODUCTION

The COVID-19 pandemic has caused the greatest disruption of education systems in history, affecting almost 1.6 billion learners in over 190 countries and continents. School closures and other learning spaces have affected 94% of the world's students, up to 99% in low- and middle-income countries (United Nations, 2020).

COVID-19 pandemic poses challenges to different sectors, particularly in responding to basic rights. With physical distance and neighborhood quarantine among the steps to contain COVID-19, basic education is heavily affected as schools and community learning centers are closed for class physical behavior. In response, the Department of Education issued DepEd Order No. 12, s. 2020 of 19 June 2020, entitled "Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of Public Health Emergency COVID-19," which presents the Department's Basic Education Learning Continuity Plan (BE-LCP), a package of educational interventions that will respond to basic education.

The department streamlined the K to 12 Curriculum into the Most Essential Learning Competencies (MELCs) to be delivered in multiple learning modalities and platforms. The MELCs shall be used nationwide by field implementers for SY 2020-2021 only. (DO 12, s.2020)

Since there are no face-to-face classes until safe, DepEd emphasized on learning opportunities to students may be provided through blended learning modalities.

Furthermore, in the Basic Education Learning Continuity Plan enclosed in DO # 12, s.2020, the following were the identified learning delivery modalities: modular distance learning, online distance learning, TV-based instruction, radio-based instruction, and blended distance learning.

The Schools Division of Olongapo City aims to provide efficient and effective delivery of instruction through appropriate remote learning modalities as stipulated in the Learning Continuity Plan (LCP) presented by SDS Leilani S. Cunanan.

Based on the survey given by the division as seen on the LCP, 823 students chose online learning, 1,632 students chose modular learning, and 398 chose blended learning.

Olongapo City National High School's Basic Education Learning Continuity Plan (OCNHS) revealed that 1,430 students chose online learning, 22 students chose TV-based teaching, one student chose radio-based instruction, 2,643 chose modular learning, and 232 chose blended learning.

OCNHS provides online learning modalities and modular learning modalities (Digital Modular and Printed Modular).

Online Distance Learning (ODL) features the instructor as a facilitator, engaging the active involvement of learners through the use of various internet-accessed tools despite being geographically distant during teaching. The internet is used to promote student-teacher and peer-to-peer contact. Online learning enables synchronous teaching. Participants need strong and secure internet access. It is more immersive than other distance learning styles—real-time answers. The learners can download content, complete and apply assignments online, attend webinars and virtual classes. This is quickly done using a learning management system or similar technologies (Llego, 2020).

Gallagher and LaBrie (2012) emphasized that it became clear in the 21st century that online education is entering the mainstream as it continues to increase access to learning for more people. It just entails that online learning has been a trend before COVID-19 (Corona Virus Disease - 2019).

Furthermore, online education is an alternative to learning for students (Wang, 2014) to concentrate on critical thinking and development. However, online courses are generally determined by technology (Callaway, 2012; Cole, Shelley, & Swartz, 2014) and are planned mostly for online framework and technology convenience.

In Halabi et al.'s (2014) research, they explored the relationship between using online learning tools and academic success in an Accounting 1 course at a South African Higher Education Institution. The research used a three-year quantitative analysis measuring end-of-year mark selection and time spent online. The findings presented tentative empirical evidence to demonstrate that students who spent more time online substantially increased their marks.

Suresh et al. (2018), who claimed in their analysis to assess the effect of e-learning on student academic performance, found that e-learning helps increase student academic performance.

In Conde's study (2015), he described e-learning as a teaching tool for high school students. The experimental studies she conducted showed that the e-learning approach is very successful and could help increase the achievement of students.

In the researcher's Grade 9-1 STE class, all of them chose Online Distance Learning (ODL) as their preferred learning method.

Since this is the first time ODL will be introduced as a learning method, the researcher saw the need and relevance to see how ODL will further improve the academic performance of students in Araling Panlipunan.

In this light, the researcher wanted to assess the effectiveness of Online Distance Learning (ODL) in enhancing the academic performance of Grade 9 students of Olongapo City National High School in Araling Panlipunan

RESEARCH QUESTIONS

This study aimed to assess the effectiveness of Online Distance Learning in enhancing the students' performance in Araling Panlipunan.

Specifically, it sought to answer the following questions:

1. What is the performance of students before the intervention?
2. What is the performance of students after the intervention?
3. Is there a significant difference in the students' performance in Araling Panlipunan before and after the intervention?

MATERIALS AND METHODS

The study employed a quantitative research design. It is utilized by gathering quantifiable data and performing statistical, mathematical, or computational techniques.

It used an experimental method, precisely one group pretest-posttest. It is experimental because it tried to see the cause and effect relationship between the defined variables. One group pre-test post-test is one type of experimental research wherein one group receives the treatment. This was employed to measure the degree of change occurring as a result of treatments or interventions.

Universal sampling was used in the study. Twenty-eight (28) students from the Science, Technology, and Engineering (STE) Program of Olongapo City National High School participated in the study.

The researcher used the following instruments: 1. Pre-test/Post-test - It is a 30-item teacher-made test designed to measure the students' mastery level for the 1st quarter. A table of the specification was created and checked by the department head. The test was answered online; 2. Google Meet - This was the application software which the

teacher and students used as part of their synchronous learning; 3. Google Classroom - This was the application software which the teacher and students used as part of their asynchronous learning

RESULTS AND DISCUSSION

Academic Performance of Students Before the Intervention

**Table 1
Frequency and Percentage Distribution
of the Pre-test**

Class Interval	Frequency	Percentage	Descriptive Rating
25-30	0	0%	Outstanding
19-24	9	32%	Very Satisfactory
13-18	15	54%	Satisfactory
7-12	4	14%	Fairly Satisfactory
1-6	0	0%	Did Not Meet Expectations
TOTAL	28	100%	Weighted Mean: 16.54 Satisfactory

Table 2 shows the frequency and percentage distribution of the respondents before the intervention (pre-test scores).

The result of the pre-test in measuring the academic performance before the intervention showed that the majority of the class belonged to satisfactory (54%), next as those who belong to the very satisfactory (32%), and the rest belong to the fairly satisfactory (12%). None of them got outstanding well as did not meet expectations.

Overall weighted mean of 16.54 denotes that the academic performance of the students in the class before the intervention was satisfactory.

Academic Performance of Students After the Intervention

**Table 2
Frequency and Percentage Distribution
of the Post-test**

Class Interval	Frequency	Percentage	Descriptive Rating
25-30	28	100%	Outstanding
19-24	0	0%	Very Satisfactory
13-18	0	0%	Satisfactory
7-12	0	0%	Fairly Satisfactory
1-6	0	0%	Did Not Meet Expectations
TOTAL	28	100%	Weighted Mean: 26.64 Outstanding

Table 2 shows the frequency and percentage distribution of the respondents after the intervention (post-test scores).

The result of the post-test in measuring the academic performance after the intervention showed that all of the class belonged to outstanding (100%). None of them got very satisfactory, satisfactory, fairly satisfactory, and did not meet expectations.

Overall weighted mean of 26.64 denotes that the academic performance of the students in the class after the intervention was outstanding

Difference in Academic Performance of Students Before and After the Intervention

Table 3 shows the difference in the academic performance of students before and after the intervention was used.

Table 3
Difference in Academic Performance of Students Before and After the Intervention

t-value	Df	Decision	Interpretation
t-critical value = 1.67	A=0.05 Two-tailed test	Reject Ho	There is a significant difference in the academic performance of students
t-computed value= 13.77	Df= 54		

Table 3 shows the frequency and percentage distribution of the respondents after the intervention (post-test scores).

It can be viewed from the table that the t-computed value 13.77 is higher than the t-critical value 1.67 at 0.05 Alpha level of significance. Therefore, the null hypothesis is rejected. Hence, there is a significant difference in the performance of students when Online Distance Learning was used.

The data imply that Online Distance Learning as one of the preferred learning delivery modalities improves the academic performance of students in Araling Panlipunan

CONCLUSION

Based on the results, the following conclusions are presented:

1. The academic performance of the students before the intervention was satisfactory.
2. The academic performance of the students after the intervention was outstanding.
3. There was an improvement in the students' academic performance in Araling Panlipunan when Online Distance Learning was used.

RECOMMENDATION

Given the results and conclusion, the following recommendations are as a result of this presented for consideration:

1. Teachers may use Online Distance Learning to improve students' academic performance and be monitored, and intervention will be given as the need arises.
2. Teachers could provide various interactive activities to further improve their online pedagogical skills.
3. Further study on other learning modalities can be done to substantiate the Learning Delivery Modalities offered by DepEd.

REFERENCES

1. Callaway, S. K. (2012). Implications of online learning: Measuring student satisfaction and learning for online and traditional students. *Insights to a Changing World Journal*, 2. <http://www.franklingpublishing.net>
2. Conde, M. M. (2015). E-learning: it's effectiveness as a teaching method for junior high school students of Southernside Montessori School. https://www.academia.edu/33955367/E_LEARNING_ITS_EFFECTIVENESS_AS_A_TEACHING_METHOD_FOR
3. Department of Education. (2020). Basic Education Learning Continuity Plan
4. Department of Education. (2020). DepEd Order No. 12, series 2020. Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency
5. Gallagher, S., and LaBrie, J. (2012). Online learning 2.0: Strategies for a mature market. *Continuing Higher Education Review*, 76, 65-73.
6. Halabi, A., Essop, A., Carmichael, T., and Steyn, B. (2014). Preliminary evidence of a relationship between the use of online learning and academic performance in a South African first-year university accounting course, *Africa Education Review*, 11:2, 164-182, DOI: 10.1080/18146627.2014.927148
7. Llego, M. A. (2020). DepEd Learning Delivery Modalities for School Year 2020-2021. Retrieved at: <https://www.teacherph.com/deped-learning-delivery-modalities/>
8. Olongapo City National High School. (2020) Basic Education Learning Continuity Plan From Classroom to Classhome
9. SDO-Olongapo. (2020). Basic Education Learning Continuity Plan From Classroom to Classhome
10. Suresh, M., et. al. (2018). Effect of e-learning on academic performance of undergraduate students. Published at *Drug Invention Today Vol 10 Issue 9*. Retrieved last October 15, 2020 at: <https://jprsolutions.info/files/ms-file-5b692123b87d92.42985137.pdf>

11. Synchronous vs Asynchronous. (n.d.) Retrieved at: <https://www.easy-lms.com/knowledge-center/lms-knowledge-center/synchronous-vs-asynchronous-learning/item10387#:~:text=If%20synchronous%20learning%20takes%20place,with%20other%20people%20%5B1%5D>.
12. United Nations. (2020). Policy Brief: Education during COVID-19 and beyond. Retrieved from: <https://unsdg.un.org/resources/policy-brief-education-during-covid-19-and-beyond>
13. Wang, Y. D. (2014). Building student trust in online learning environment. *Distance Education*, 35(3), 345- 359.